GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA

UNSTARRED QUESTION NO:904
ANSWERED ON:21.11.2016
Funds for Sarv Shiksha Abhiyan
Gawali (Patil) Ms. Bhavana;Gutha Shri Sukender Reddy;Kharge Shri Mallikarjun ;Reddy Shri Y. S. Avinash;Tumane Shri Krupal Balaji;Vasava Shri Parbhubhai Nagarbhai;Verma Smt. Rekha Arun

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the number of schools sanctioned under Sarv Shiksha Abhiyan (SSA), State/ UT-wise including Maharashtra, Uttar Pradesh and Gujarat during the last five years and the current year;
(b) whether it is a fact that only two sections per class are allowed in the schools under SSA and if so, the details thereof along with the reasons therefor;
(c) the details of funds allocated vis-a-vis spent with respect to each school under SSA during the said period , State/UT-wise and year-wise along with the reasons for under utilisation of funds;
(d) the annual outcome targets and achievements under SSA for the said period, State/UT-wise and yearwise along with the measures taken for strengthening of the scheme in future; and
(e) whether the Government is aware of instances of misuse/diversion of funds earmarked for SSA reported in the country and if so, the details thereof along with the remedial steps taken/ proposed to be taken by the Government?

Answer

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)

(a): State/UT-wise, including Maharashtra, Uttar Pradesh and Gujarat, details of the numbers of school sanctioned under Sarva Shiksha Abhiyan (SSA) during the last five years and current year are at Annexure I.
(b): No, Madam. The programmatic and financial norms under SSA provide for at-least one classroom for every teacher and additional classrooms are provided as per the enrolment.
(c): The central share is released in lump-sum directly to State and UTs Government in accordance with their approved Annual Work Plan & Budget (AWP&B) based on the pace of expenditure and submission of required documents as per the provisions of General Financial Rules (GFR). The statewise details on release of central share and expenditure under SSA during the said period are at Annexure-II.
(d): State/UT-wise and year-wise details of the annual targets and achievements under SSA for the last five years and the current year are at Annexure-III. Various initiatives have been taken for strengthening the Scheme, which include, regular and comprehensive review of the progress of school infrastructure and quality related activities under Right to Education (RTE) Act, 2009. Government of India has taken various other specific initiatives for improving the quality of education. Padhe Bharat Badhe Bharat (PBBB), encourages children to improve on early grade reading, writing and comprehension, and early Mathematics in classes I and II. Rashtriya Aavishkar Abhiyan (RAA) programme has been launched in July, 2015 to motivate and engage children of the age group from 6-18 years in Science, Mathematics and Technology through observation, experimentation, inference drawing, model building, etc. both through inside and outside classroom activities.
(e): Some instances of financial irregularities have been reported by the State and UTs under the SSA programme are at Annexure-IV. To ensure effective implementation of SSA, there are robust monitoring systems in place which includes an annual audit by an independent Chartered Accountants empanelled with the Comptroller and Auditor General (CAG) of India, a regular CAG audit, a system of concurrent financial reviews, as well as regular internal audit. 38 independent Monitoring Institutions also monitor the implementation of the programme in the field through district visits. Component wise quarterly reviews, an annual Educational Management Information System (EMIS) and regular meetings with State officials are also held to ensure effective implementation of the programme. A Manual on Financial Management and Procurement also assists States in streamlining implementation and financial management.
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